YATELEY SCHOOL Y10 LEARNING JOURNEY

Welcome to your GCSEs! This year you'll be embarking on a two-year journey that will influence the rest of your life. Be prepared to work harder than ever. You will study the core as well as four option choices... all in a bid to achieve the best GCSE grades you can! But don't worry, it's not all hard work, there's plenty of amazing extracurricular and leadership opportunities for you, so do take a peak inside!

CORE SUBJECTS (EVERYONE TAKES)

- **ENGLISH** x8 lessons
- **MATHS** x7 lessons
- **SCIENCE** x10 lessons
- **PHYSICAL EDUCATION** x3 lessons
- **PSHE** x2 lessons

FOUR OPTION SUBJECTS

- **ART** x5 lessons
- **BUSINESS STUDIES** x5 lessons
- **CHILDCARE** x5 lessons
- **COMPUTER SCI** x5 lessons
- **DANCE** x5 lessons
- **DESIGN TECHNOLOGY** x5 lessons
- **DRAMA** x5 lessons
- **FOOD TECHNOLOGY** x5 lessons
- **FRENCH** x5 lessons
- **GEOGRAPHY** x5 lessons
- **GERMAN** x5 lessons
- **GRAPHICS** x5 lessons
- **HISTORY** x5 lessons
- **MUSIC** x5 lessons
- **PE** x5 lessons
- **RELIGIOUS STUDIES** x5 lessons

OUR LEARNING VALUES

AMBITIOUS

Ambition can take you anywhere. It is transformational. It makes the extraordinary possible.

CURIOUS

Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.

TENACIOUS

We have to be tenacious, determined and relentless in the face of challenge.

OUR CULTURAL VALUES

READY

Be on time, equipped with what you need and ready to learn.

RESPECTFUL

Be respectful in all our actions and interactions with each other.

SAFE

Work together to keep each other safe from any harm.

All dates are provisional and subject to change.

Yateley School 2026–27 School Calendar

September 2026

Tue 01 Sep: INSET
Wed 02 Sep: INSET
Thu 03 Sep: Staggered start;
Thu 10 Sep: Sports Personality
Mon 14 Sep: Y13 Geography Fieldtrip;
Tue 22 Sep: Y6 Taster Day; Mathematical Olympiad for Girls
Wed 23 Sep: Y6 Open Evening
Tue 29 Sep: Y6 Open Morning #1

October 2026

Tue 06 Oct: Y11 Parent Information Evening
Wed 07 Oct: Y6 Open Morning #2; Senior Maths Challenge
Thu 08 Oct: Y7 Tutor Evening
Wed 14 Oct: 6th Form Open Evening
Fri 16 Oct: House Dance Rehearsals
Mon 19 Oct: House Dance;
Tue 20 Oct: House Dance
Wed 21 Oct: Wear It Pink Day
Thu 22 Oct: INSET
Fri 23 Oct: INSET
Mon 26 Oct: Half Term (October)

November 2026

Thu 05 Nov: Targeted Evening - Y12; Targeted Evening - Y13
Thu 05 Nov: Reports - Y10; Reports - Y11
Thu 12 Nov: Reports Y7; Reports - Y8; Reports - Y9
Tue 17 Nov: Y11 Personal Development Day
Wed 18 Nov: Y11 Taster Day
Thu 19 Nov: Y11 Taster Day
Thu 19 Nov: Y9 Options Evening
Thu 26 Nov: Y8 Parents' Evening
Mon 30 Nov: House Drama; Week A; Mocks - Y11

All dates subject to change — see yateleyschool.net/events-calendar for the latest

December 2026

Tue 01 Dec: House Drama
Mon 07 Dec: Mocks - Y11
Wed 09 Dec: Y8 Deeper Study Indicative Choices
Fri 11 Dec: Charity Jumper Day
Tue 15 Dec: Xmas Concert
Fri 18 Dec: 1/2 Day
Mon 21 Dec: Christmas Holidays
Fri 25 Dec: Christmas Day (Bank Holiday)
Mon 28 Dec: Boxing Day (Bank Holiday, substitute)

January 2027

Fri 01 Jan: New Year's Day (Bank Holiday)
Mon 04 Jan: Mocks - Y13
Wed 06 Jan: Y9 Options Deadline
Mon 11 Jan: Mocks - Y13
Thu 14 Jan: Reports - Y10; Reports - Y11
Thu 21 Jan: Y11 Parents' Evening
Wed 27 Jan: Intermediate Maths Challenge
Thu 28 Jan: Y10 Parents' Evening

February 2027

Thu 04 Feb: Reports - Y12; Reports - Y13
Thu 11 Feb: 6th Form Parents' Evening
Mon 15 Feb: Half Term (February)
Mon 22 Feb: Y12 Geography Field Trip; Week B
Wed 24 Feb: Main School Production
Thu 25 Feb: Main School Production
Thu 25 Feb: Reports - Y7; Reports - Y8; Reports - Y9

All dates subject to change — see yateleyschool.net/events-calendar for the latest

March 2027

Mon 01 Mar: Exams - Y11
Thu 04 Mar: Y7 Parents' Evening
Mon 08 Mar: Exams - Y11
Mon 15 Mar: Exams - Y12
Mon 22 Mar: Exams – Y12
Tue 16 Mar: INSET
Wed 24 Mar: Y8 Deeper Study Choices Deadline
Thu 25 Mar: 1/2 Day
Fri 26 Mar: Good Friday (Bank Holiday)
Mon 29 Mar: Easter Holidays; Easter Monday (Bank Holiday)

April 2027

Wed 14 Apr: Y9 Personal Development Day
Mon 19 Apr: Exams - Y10
Mon 26 Apr: Exams - Y10
Tue 27 Apr: Junior Maths Challenge

May 2027

Mon 03 May: Early May Bank Holiday
Mon 10 May: External Exams - Y11; External Exams - Y13
Thu 13 May: Reports - Y12
Mon 17 May: External Exams - Y11; External Exams - Y13
Thu 20 May: Reports - Y10
Mon 24 May: External Exams - Y11; External Exams - Y13
Thu 27 May: Reports - Y7; Reports - Y8; Reports - Y9
Mon 31 May: Half Term (May); Spring Bank Holiday

All dates subject to change — see yateleyschool.net/events-calendar for the latest

June 2027

Mon 07 Jun: External Exams - Y11; External Exams - Y13
Thu 10 Jun: Y9 Parents' Evening
Mon 14 Jun: External Exams - Y11; External Exams - Y13
Fri 18 Jun: 6th Form Prom
Mon 21 Jun: External Exams - Y13
Tue 22 Jun: Set up Young Designers; Young Designer's Awards Evening
Wed 23 Jun: Young Designers
Thu 24 Jun: Young Designers
Fri 25 Jun: Y11 Prom; Young Designers Pack Up
Tue 29 Jun: Sports' Day (Field)
Wed 30 Jun: Y6 Induction

July 2027

Thu 01 Jul: Y6 Induction & Parents' Evening
Fri 02 Jul: Sports' Day (Track)
Tue 06 Jul: Performance Showcase
Wed 07 Jul: Performance Showcase; 6th Form Sports Day
Mon 12 Jul: Activity Week
Wed 21 Jul: 1/2 Day
Thu 22 Jul: Summer Holidays Begin

Please note: all dates are subject to change. Our most up-to-date calendar can always be found at yateleyschool.net/events-calendar

Dates, Events and Extra Curricula Opportunities

Holiday Dates:

Autumn half-term holiday Monday 27 October 2025 to Friday 31 October 2025	**Spring half-term holiday** Monday 16 February 2026 to Friday 20 February 2026	**Summer half-term holiday** Monday 25 May 2026 to Friday 29 May 2026
Christmas holiday Monday 22 December 2025 to Friday 2 January 2026	**Easter holiday** Monday 30 March 2026 to Friday 10 April 2026	**Summer holiday** Thursday 23 July 2026 to Monday 31 August 2026

https://www.hants.gov.uk/educationandlearning/schoolholidays

How's my child doing?					
Progress Reporting · 2026-27					
	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Information Evenings	Thu 08 Oct 26 (Meet Tutor Evening)	–	Thu 19 Nov 26 (Options Evening)	–	Tue 06 Oct 26 (Y11 Parents' Information Evening)
Report #1	Thu 12 Nov 26	Thu 12 Nov 26	Thu 12 Nov 26	Thu 05 Nov 26	Thu 05 Nov 26
Options / Pathway Choices	–	Deeper Study: Wed 09 Dec 26 (indicate) Wed 24 Mar 27 (final)	GCSE Option Choices due: Wed 06 Jan 27	–	–
Report #2	Thu 25 Feb 27	Thu 25 Feb 27	Thu 25 Feb 27	Thu 14 Jan 27	Thu 14 Jan 27
Parents' Evening	Thu 04 Mar 27	Thu 26 Nov 26	Thu 10 Jun 27	Thu 28 Jan 27	Thu 21 Jan 27
Mock / Internal Exams	–	–	–	Mon 19 Apr to Fri 30 Apr 27	Mocks: Mon 30 Nov to Friday 11 Dec 26
Report #3	Thu 27 May 27	Thu 27 May 27	Thu 27 May 27	Thu 20 May 27	–
External Exams	–	–	–	–	Mon 03 May to Fri 18 Jun 27

Communication:

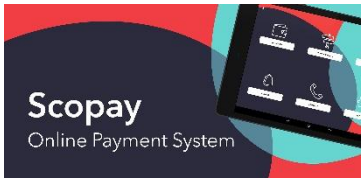
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.



Our main app – MCAS – showing how your child is getting on at Yateley.



See the homework/classwork we are setting at school.



Make payments for trips, events, food and much more.

We also email a weekly Parents' Bulletin as a Friday newsletter, which can also be found at:

https://www.yateleyschool.net/parents/newsletters

Extracurricular Opportunities

We never want cost or circumstance to never be the reason a child misses out. If your family is facing any barrier to participation, whether that's funding, Pupil Premium, SEND-related support, or anything else then please do get in touch with the school so we can discuss how we might help.

STUDENT GROUPS · *7 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
The Brilliant Club	–	7 8 9 10 11 12 13	Oct–Feb 2027	Free	TBC	*By invitation only.*
Christmas Fair	Business Studies	7 8 9 10 11 12 13	December 2026	£6	Main Hall	*£1 stall hire plus up to £5 student/parent investment into the business.*
Antibullying Committee	–	7 8 9 10 11 12 13	Sept 2026 – July 2027	Free	TBC	–
Student Voice & Climate Committee	–	7 8 9 10 11 12 13	Sept 2026 – July 2027	Free	TBC	–
Wellbeing & Inclusivity Committee	–	7 8 9 10 11 12 13	Sept 2026 – July 2027	Free	TBC	–
Dungeons and Dragons	–	7 8 9 10 11 12 13	Thursday after school Sept 2026 – July 2027	Free	H1B	–
Remote Controlled Car Club	–	7 8 9 10 11 12 13	Friday after school Sept 2026 – July 2027	Free (own car)	Track, C block field	*Students bring their own remote-controlled car.*

SUBJECT WORKSHOPS & ENRICHMENT · *4 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
KS3 Art Club	Art	7 8 9 10 11 12 13	Dates TBC	Free	TBC	*A series of skills workshops exploring different media.*
Year 9 Baking Club	Food & Nutrition	7 8 9 10 11 12 13	Jan–June 2027	Free	TBC	*Students bring their own ingredients.*
Geography Club	Geography	7 8 9 10 11 12 13	Every Wednesday, lunchtime	Free	A19	–
STEAM Masterclasses	STEAM	7 8 9 10 11 12 13	Oct 2026 – June 2027	Voluntary contribution	TBC	*Range of classes through the year – watch the parents' bulletin.*

PERFORMING ARTS – DANCE · *8 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Dance Live 2027 – Auditions	Dance	7 8 9 10 11 12 13	Thurs 17 September 2026	TBC	Dance Studio	*All years welcome.*
Dance Live 2027 – Rehearsals	Dance	7 8 9 10 11 12 13	Sept 2026 – Feb 2027, Tuesdays	TBC	TBC	*For cast members following auditions.*
Festival of the Arts	Dance	*By invitation*	Fri 16 October 2026	TBC	Wellington College	*By invitation only.*
Annual Dance Show & House Dance Competition	Dance	7 8 9 10 11 12 13	Mon 19 – Tue 20 October 2026	TBC	TBC	*Rehearsals Sept–Oct, Mondays 3.10–4.30pm. Led with Mrs Batley.*

Boys Dance Company – Raw Motion	Dance	7 8 9 10 11 12 13	Sept 2026 – July 2027, Tuesdays	TBC	TBC	*Year 7 upwards. Led by Mrs Batley.*
Gremlin Dance Challenge	Dance	7 8 9 10 11 12 13	Jan–Mar 2027	TBC	TBC	*KS3/KS4.*
Year 10 GCSE Dance Workshop	Dance	7 8 9 10 11 12 13	Thurs 1 October 2026, 12.30–4.30pm	TBC	Dance Studio	–
Year 11 GCSE Choreography Rehearsals	Dance	7 8 9 10 11 12 13	Oct 2026 – Apr 2027, Mon/Thurs/Fri 3.10–4.30pm	TBC	Dance Studio	–

PERFORMING ARTS – DRAMA · *1 activity*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
House Drama & Main School Production	Drama	7 8 9 10 11 12 13	Sept 2026 – July 2027	Ticket price (TBC)	Drama block & Main Hall	*Main School production also involves singing and dance rehearsals alongside acting; possible extra cost for costumes/props.*

Due to staffing changes within the Drama department, details of activities for 2026–27 are still being finalised at the time of publication. A full update will follow by 30 September at the latest.

PERFORMING ARTS – MUSIC · *5 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Christmas Concert	Music	7 8 9 10 11 12 13	December 2026	Free	Main Hall	–
Choir	Music	7 8 9 10 11 12 13	Wednesday	Free	M1	–
Yateley Band	Music	7 8 9 10 11 12 13	Thursday	Free	M2	–
Guitar Band	Music	7 8 9 10 11 12 13	Sept 2026 – July 2027	Free	M2	–
Music Tech	Music	7 8 9 10 11 12 13	Monday	Free	M1	–

CLUBS, SOCIETIES & AWARDS · *15 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Cambridge Chemistry Lower 6th Challenge	Chemistry	7 8 9 10 11 12 13	March–May 2027	Free	A3.4	–
Chemistry Olympiad	Chemistry	7 8 9 10 11 12 13	February 2027	Free	A3.4	–
Computing Club	ICT & Computer Science	7 8 9 10 11 12 13	Every Tuesday, after school	Free	C28	–
Christian Union	Whole School	7 8 9 10 11 12 13	Every Monday, lunchtime	Free	B31	–
Duke of Edinburgh Award – Bronze & Silver	Whole School	7 8 9 10 11 12 13	Sept 2026 – July 2027	£100	TBC	–
Gardening Club	Food & Nutrition	7 8 9 10 11 12 13	Every Thursday, after school	Free	TE3	*Participants might get grubby and wet!*
Carnegie Shadowing Book Club	Library	7 8 9 10 11 12 13	March–July 2027	Free	Library, lunchtime	*Dates to be confirmed.*
Axiom Maths Circles	Mathematics	7 8 9 10 11 12 13	Sept 2026 – July 2027	Free	TBC	*By invitation only – letters sent home.*

Duolingo Club	MFL	7 8 9 10 11 12 13	Every Monday, lunchtime	Free	B2.2	*Bring a charged laptop and your lunch.*
Chess Club	Whole School	7 8 9 10 11 12 13	Every Friday, lunchtime	Free	A32	*Open to all abilities, from beginner to grand master.*
Warhammer Club	Whole School	7 8 9 10 11 12 13	Every Tuesday, lunchtime	Free	C25	–
After-School Clay & Art Club	Art	7 8 9 10 11 12 13	Sept 2026 – March 2027	£5	TBC	*Small charge (under £5 for 10 weeks) to cover materials.*
Poetry by Heart	English	7 8 9 10 11 12 13	Sept 2026 – May 2027, lunchtime	Free	TBC	*Runs in rounds ahead of the final competition in May.*
Writing Club	English	7 8 9 10 11 12 13	Sept 2026 – June 2027, lunchtime	Free	TBC	*Enters writing competitions through the year. Led by Nicole Bartlett.*
Debate Club	English	Year 7-12	Tuesday, lunchtime	Free	D12	*Lead not yet confirmed.*

TRIPS & VISITS · *23 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Imperial College Chemistry Taster Day	Chemistry	7 8 9 10 11 12 13	July 2027	£35	Imperial College London	–
BAE Engineering Challenge	Design & Technology	7 8 9 10 11 12 13	May/June 2027 (TBC)	Free	Farnborough International Airport	*STEM design challenge; selected students compete against other local schools.*
Cadbury World Visit – Year 8	Geography	7 8 9 10 11 12 13	July 2027	£45	Birmingham	–
Geography Fieldwork – Southampton	Geography	7 8 9 10 11 12 13	Nov–Dec 2026 (dates vary)	TBC	Southampton	*GCSE Geography students only.*
Geography Fieldwork – Littlehampton	Geography	7 8 9 10 11 12 13	Sept–Oct 2026 (dates vary)	TBC	Littlehampton	*GCSE Geography students only.*
Iceland	Geography	7 8 9 10 11 12 13	6–9 November 2026	Paid (amount TBC)	Iceland	*GCSE Geography students; cost already paid by families, final amount TBC.*
Barcelona Visit	MFL	7 8 9 10 11 12 13	9–12 July 2026	£925	Barcelona, Urbany Hotel	*Valid passport (6+ months) and GHIC/EHIC card required.*
France Trip – Château St Omer	MFL	7 8 9 10 11 12 13	18–21 July 2026	£636	St Omer, France	–
Gurdwara & Hindu Temple Visit	Religious Studies	7 8 9 10 11 12 13	March–April 2027	£25	London	–
Local Church Visit	Religious Studies	7 8 9 10 11 12 13	October 2026	Free	Yateley	–
Reading Places of Worship	Religious Studies	7 8 9 10 11 12 13	May 2027	£29	Reading	–
Philosophy Conference	Religious Studies	7 8 9 10 11 12 13	Nov–Dec 2026	£40	London	–
Rome 2027	Religious Studies	7 8 9 10 11 12 13	15–18 July 2027	TBC	Rome	–

GCSE Science Live!	Science	7 8 9 **10** 11 12 13	24 February 2027	£35	The Anvil, Basingstoke	–
Diamond Light Source Synchrotron	Science / Maths / Computing	7 8 9 10 11 **12** 13	June 2027	£25	Harwell, Oxfordshire	–
Marwell Zoo Trip	Science	**7** 8 9 10 11 12 13	July 2027	£24 (approx)	Marwell Zoo	–
Politics and Parliament	Politics	7 8 9 10 11 **12 13**	October 2026 (TBC)	£60	Houses of Parliament	–
Vietnam	History	7 8 9 **10 11 12 13**	11–19 February 2027	£2,300	Vietnam	–
Ypres & Normandy	History	7 8 **9** 10 11 12 13	May 2027	£400	France & Belgium	–
Thorpe Park	Whole School	7 **8** 9 10 11 12 13	July 2027, trips week	£44 (approx)	Thorpe Park	*Coach £22 + park entry £22.*
Axiom Maths Circle – Reward Trip	Mathematics	**7 8** 9 10 11 12 13	May–July 2027	Free	TBC	*For members of the Axiom Maths Circle.*
Theatre Trip – Matthew Bourne's Cinderella	Dance	7 8 9 **10 11 12 13**	February 2027	TBC	Woking Theatre	*For GCSE and BTEC Dance students.*
Ski Trip	Whole School	7 **8 9** 10 11 **12** 13	2–8 April 2027	£1,782.50	Les Deux Alpes, France	*Established annual trip; late-joining requests subject to availability.*

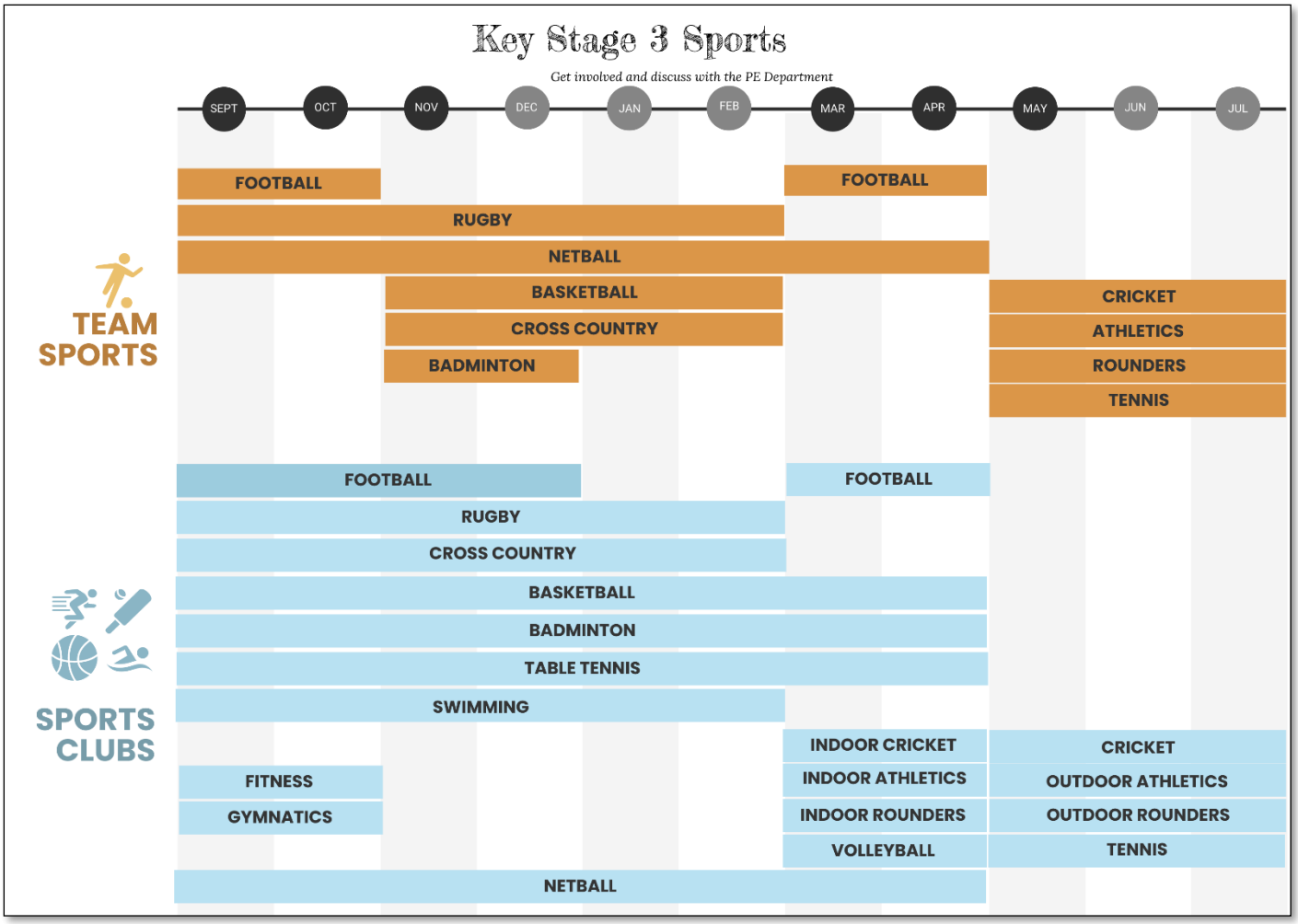
STUDY SUPPORT & DROP-IN CLINICS · *6 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
GCSE Support	Art	7 8 9 **10 11** 12 13	Every Tue & Wed, termly	Free	B3.5 & B3.1	*Drop in to keep up with coursework; teachers on hand to guide.*
Period 7 Support – Graphics	Graphics	7 8 9 10 **11** 12 13	Every Friday, after school	Free	BG1 & BG2	*Until 4.30pm.*
Year 7–11 Drop-In Support	Mathematics	**7 8 9 10 11** 12 13	Sept 2026 – July 2027	Free	C21	*Support with revision and homework.*
Sixth Form Drop-In & Support	Mathematics	7 8 9 10 11 **12 13**	Sept 2026 – July 2027	Free	C26	–
Psychology Extra Support Session	Psychology	7 8 9 10 11 **12 13**	Every Wednesday, 15:10–16:00	Free	A1.5	–
GCSE Science Drop-In Sessions	Science	7 8 9 **10 11** 12 13	Every Tuesday, after school	Free	TBC	–

Additional subject booster and drop-in support sessions are being confirmed as departments finalise their timetables for September, with more to follow shortly.

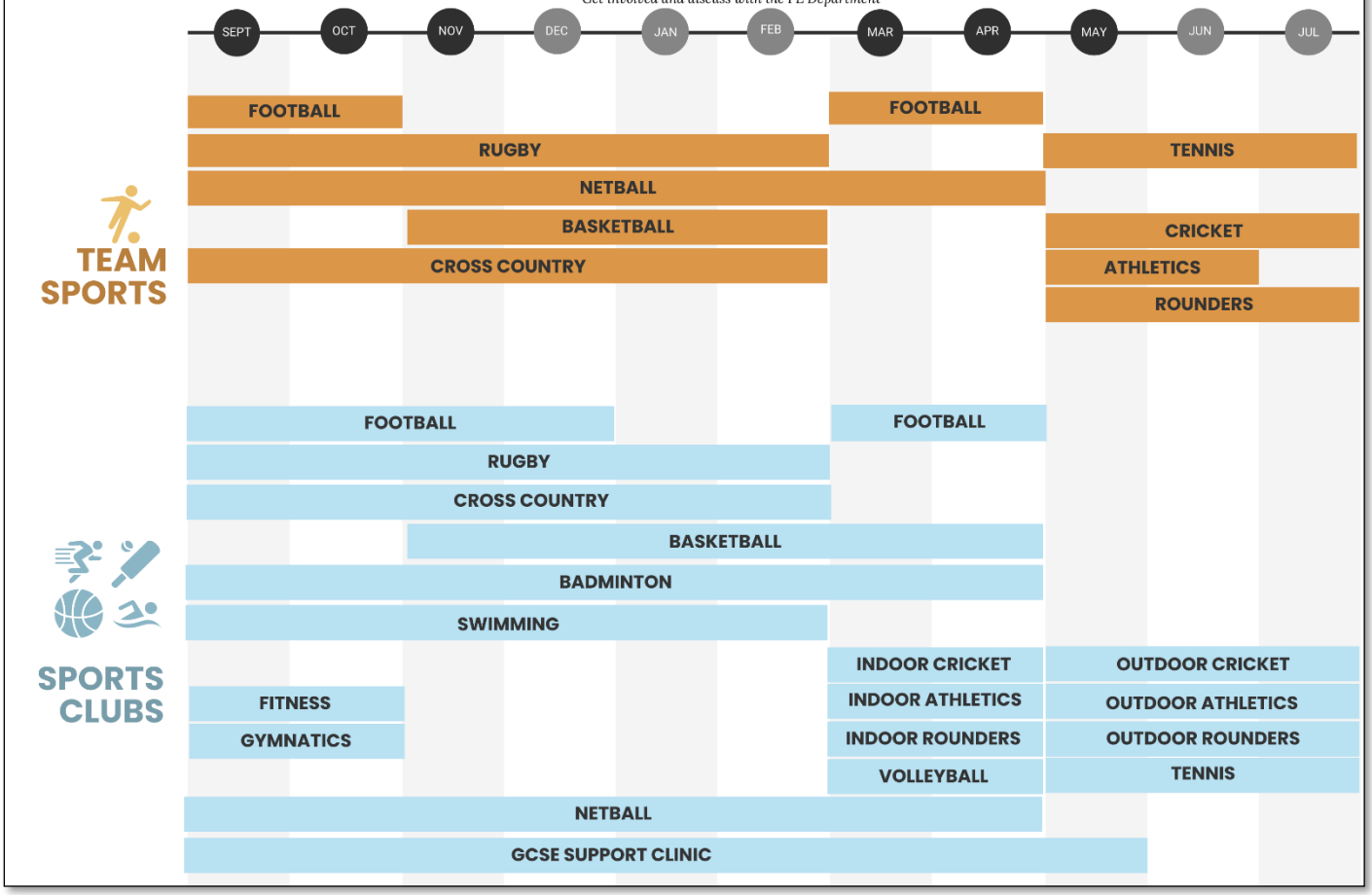
Key Stage 3 Sports

Get involved and discuss with the PE Department



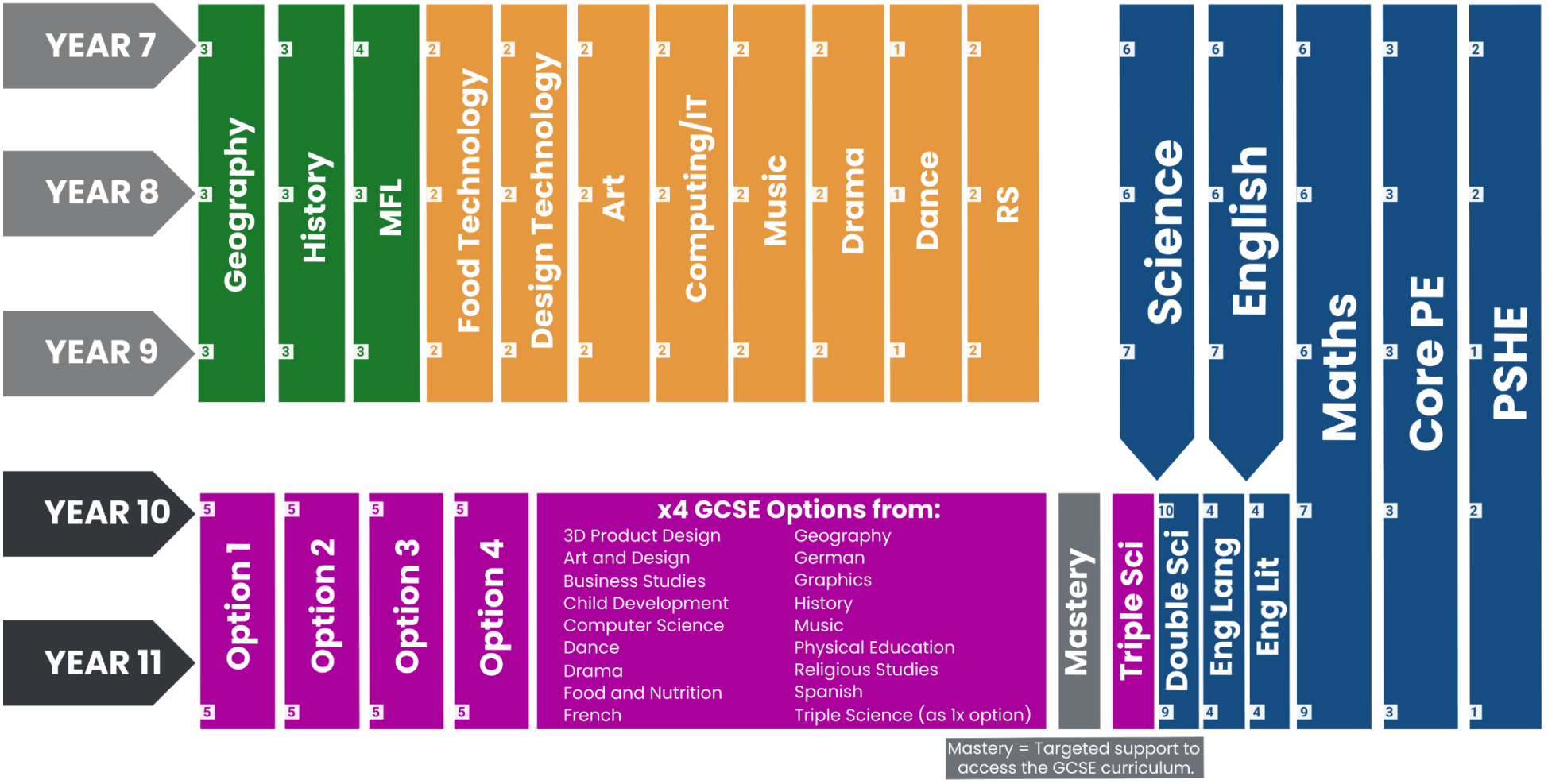
Key Stage 4 Sports

Get involved and discuss with the PE Department



YATELEY SCHOOL CURRICULUM: SEPTEMBER-26

All students study a broad curriculum on a fortnightly pattern in Years 7–8, move into deeper study in Year 9 and then specialise through a blend of GCSE options and core subjects in Years 10–11.



Mastery = Targeted support to access the GCSE curriculum.

KS3

YEAR 7 + YEAR 8 + YEAR 9

Compulsory:
All students follow the full curriculum

KS4

YEAR 10 + YEAR 11

Examined: Students study English, Maths and Science
Examined Options: Students select x4 Option subjects
Non-examined: Core PE, PSHE and Core Religious Studies

What we are learning...

Which Exam Boards are we using?

GCSE Subjects Completing 2028 (Year 10)				
	Subject	**Board**	**Spec No**	**Tier/Grading**
Ar	Art and Design	AQA	8202	(9-1)
Bi	Biology	AQA	8461	F or H (9-1)
Bs	Business Studies	AQA	8132	(9-1)
Ve	Enterprise & Marketing (R068 complete Yr 10)	Camb Nat	J837	D*-P Lvl 1/2
Ch	Chemistry	AQA	8462	F or H (9-1)
Ct	Computer Science	OCR	J277	(9-1)
Da	Dance	AQA	8236	(9-1)
Dt	Design and Technology (Timbers)	Pearson	1DT0/1F	(9-1)
Dr	Drama	Pearson	1DR0	(9-1)
El	English Language	AQA	8700	(9-1)
En	English Literature	Eduqas	C720QS	(9-1)
Fr	French	AQA	8652	F or H (9-1)
Ge	Geography B	Edexcel	1GB0	(9-1)
Gm	German	AQA	8662	F or H (9-1)
Gn	Design & Technology (Papers & Boards)	Pearson	1DT0/1B	1B (9-1)
Hi	History	AQA	8145TC	(9-1)
Hc	NCFE Cache Level 2 Technical Award in Child Dev & Care in Early Years	Cache	603/7012/9	D* - P
Hf	Food Preparation & Nutrition	Eduqas	C560P1	(9-1)
Ma	Mathematics	OCR	J560	F or H (9-1)
Ma	Further Maths (selected students)	AQA	8365	(9-5)
Ma	Additional Maths (FSMQ) (selected students)	OCR	6993	(A* - E)
Ma	Statistics (selected students)	AQA	8382	(9-5)
Ma	Entry Level Mathematics (selected students)	AQA	5930	(L1, 2 or 3 Pass)
Mu	Music	Eduqas	C660QS	(9-1)
Pt	Physical Education	AQA	8582	(9-1)
Vh	NCFE Lvl1/2 Tech award in Health & Fitness	NCFE	603/7007/5	D*-P Lvl 1/2
Ph	Physics	AQA	8463	F or H (9-1)
Rs	Religious Studies A	Eduqas	C120P3	(9-1)
Sc	Science Combined Trilogy	AQA	8464	F or H (9-1)
Sp	Spanish	AQA	8692	F or H (9-1)

Options within subjects:

History 814D22	Drama 1DR0	Religious Studies C120P3	Enterprise & Marketing J837
1B/D Conflict & Tension in Asia 1950-1975 1A/D America 1920-1973 Opportunity & inequality 2A/A Britain Health & the people c1000 to the present day 2B/C Elizabethan England c1568-1603	1DR03A Set text List A 1DR03B Set text List B	Route A3 - Islam	R067 Ext exam Yr 11 R068 NEA Yr 10 R069 NEA Yr 11

Core Subjects:

What we're studying this year...	How parents and carers can help...
English Language	
Paper 1 Explorations in creative reading and writing Section A Reading Key focus: How do established writers use narrative and descriptive techniques to capture the interest of readers? Q1 Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1) Q2 Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2) Q3 Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2) Q4 Can you evaluate texts critically by stating why certain narrative and descriptive techniques have been used supporting this with appropriate textual references using relevant subject terminology? (AO4) Section B Writing Key focus: Can you demonstrate narrative and descriptive skills in response to a written prompt, scenario or visual image using a range of features on a text, sentence and word level? SPaG: How good is your Spelling, Punctuation and Grammar? It is worth a quarter of your overall Language GCSE. Make sure you know what a noun, verb, adjectives etc are and can use all types of punctuation in your work.	1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20th century: a little and often is the approach on a daily basis 2. Students need to be exposed to a variety of fiction with a variety of vocabulary to be very successful at GCSE Language. 3. Become familiar with https://www.aqa.org.uk/subjects/english/gcse and the pages that support the study of AQA GCSE English Language
Consisting of:	8 x Lessons per fortnight (Lang and Lit)
English Literature	
Term 1: Eduqas Modern Drama - JB Priestley An Inspector Calls Term 2: Language Paper 1 and Language Paper 2 (these will be revisited often in Year 10 and Year 11) Term 3: EDUQAS Exam board – Unseen poetry and Romeo and Juliet These "who, when, where, what, why, how" questions support the study of all literature texts: Who is the writer? How do their beliefs and lives increase our understanding? Who are the characters or voices in the text? Why has the writer constructed these characters – for what purpose? When or what era has the text been set? How does knowledge of this era increase our understanding? Where has the text been set? Why is this significant? What are the themes which are explored and developed in the texts? What is the narrative structure of the text? How does it increase our understanding? Why was the text written? Why is the message important then and now? How has the writer used language, form and structure to shape meaning?	1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20th century: a little and often is the approach on a daily basis 2. Become familiar with the pages that support the study of Eduqas GCSE English Literature 3. Become familiar with Eduqas English Literature support including past papers. 4. Explore and revise all aspects of Elizabethan England, perhaps visit The Globe or Stratford-Upon-Avon. Watch adaptations of the great novels of Shakespeare as well as documentaries focusing on Elizabethan and Jacobean life.
Consisting of:	8 x Lessons per fortnight (Lang and Lit)
Mathematics	
· Number: How confident are you switching between fractions, decimals and percentages without a calculator? What's really happening when you multiply powers, or work with a number that can't be written as an exact decimal? · Ratio and proportion: Why does compound interest make money grow faster over time than simple interest? How do you scale a recipe, a map or a mixture up or down accurately? · Algebra: Can you rearrange an equation to make a different letter the subject? What does it mean for two equations to share a solution, and how do you show every possible answer to an inequality rather than just one? · Geometry: How do you find a missing side of a triangle without measuring it? Why do the angles in any polygon always add up to a predictable total, and how much paint would you need to cover a curved surface? · Data: How do you know if an average is telling you the truth? What's the difference between something being unlikely and something being impossible?	1. Ask your child to explain a method out loud, even if you don't remember it yourself. Having to talk through the steps is one of the best ways to spot gaps in understanding. 2. Look out for maths in everyday life, from working out a discount in a shop to reading a scale on a recipe or a map and ask your child to do the calculation. 3. Encourage regular, short bursts of practice using a suitable revision app or online platform rather than one long session, especially in the run-up to assessments.
Consisting of:	7 x Lessons per fortnight

Biology (Bold italics = Treble Only)

Cell biology – How can we observe cells? How are plant, animal and bacterial cells similar or different to each other? What are Eukaryotic and Prokaryotic cells? How and why do cells become specialised? How are different substances transported into and out of cells? What is the cell cycle? How do cells divide? What are stem cells? How can we use stem cells in research and medicine? Can I discuss the issues surrounding their use? Organisation – How are organisms organised? How does the digestive system work? What are enzymes and what factors can affect their action? How do enzymes help digestion? What is in blood? How does the structure of the heart allow it to function? How does the structure of the blood vessels help them to function? How can we treat problems with the heart and circulatory system? How does the structure of the lungs allow us to breathe? How are the alveoli adapted to allow efficient gas exchange? How do plants transport water and sugars around their tissues? What is transpiration and what are the factors which affect it? Infection & response – What is health? What are some examples of communicable diseases? How are they spread? How can we grow bacteria in the lab? ***How can we prevent bacterial growth?*** How can we prevent the spread of pathogens? How does the human body defend itself against disease? ***How do plants defend themselves against disease?*** How do vaccines work? What are antibiotics? How are new drugs developed? ***What are monoclonal antibodies and how are they used?*** What are non-communicable diseases? What is cancer? What lifestyle factors affect your health? Bioenergetics – Why do we need two types of respiration? How do our bodies respond to exercise? What is metabolism? How do plants make their own food? What factors limit the rate of photosynthesis? How do plants use the glucose they make?	1. Encourage students to watch natural history documentaries e.g. Planet Earth and also programs like Horizon. 2. Visit the Natural History Museum in London and Marwell Zoo. 3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions and discuss scientific discoveries in the news.
Consisting of:	10 x Lessons per fortnight (all sciences)

Chemistry (Bold italics = Treble Only)

• Atomic structure & the periodic table – What is an atom, compound and mixture? What is a chemical reaction? How is mass affected during a chemical reaction? What type of separating techniques is needed to separate certain mixtures? How have ideas of the atom changed due to experimental results? What subatomic particles make up the atom and what are their properties? What happens when electrons are lost or gained? How does changing the number of neutrons in an atom affect its properties? How are electrons arranged in an atom? How has the periodic table evolved over time? Why are lithium, sodium and potassium all in group 1? What are the halogens and how do they react? ***Why are the transition metals so useful?*** • Bonding, structure & properties of matter – What are the three different states of matter? What happens when a substance changes state? Why do atoms form ions? Why do some substances form giant ionic compounds and others simple covalent? Why does salt have a high melting point but water does not? Why does a material conduct electricity? Are diamond and graphite really made from the same element? What is an intermolecular force? Why is graphene so special? ***How small is a nanoparticle? Where can we go with nanotechnology? What are the dangers of nanoparticles?*** • Quantitative chemistry – What is the mole? How much of one substance with completely react with another? Does the amount of one substance limit the amount of product made? ***What is a yield and why is it important to have a high percentage yield in the chemical industry? Why is sustainable production crucial for the future?*** What is concentration? Why is one solution more concentrated than another? ***How can you determine the concentration of an unknown solution using a titration? What volume holds one mole of any gas?*** • Chemical changes – Do all metals react in the same way? What is displacement and why does it happen? What is OILRIG? What is an ore? How are salts made? What are the products from neutralisation reactions? What does the pH scale represent? Why can an acid be strong but be at a low concentration and another be weak at a high concentration? What happens in electrolysis? Why can only certain substances be electrolysed? What happens at the cathode and anode during electrolysis? Why does water change the products of electrolysis? What is aluminium used for and how is it extracted from its ore? • Energy changes – What is exothermic and endothermic? Why does a reaction that takes in energy feel cold? What everyday items are useful due to containing an exo- or endothermic reaction? What is activation energy? What do reaction	1. Encourage students to sign up with the royal society of chemistry. 2. Watch scientific documentaries and discuss scientific discoveries and environmental concerns in the news.. 3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions.

profiles represent? Is energy required to make or break chemical bonds? ***How is the difference in reactivity utilised to make chemical cells? Why are we looking to use hydrogen fuel cells in the future?*** •	
Consisting of:	10 x Lessons per fortnight (all sciences)
Physics (Bold italics = Treble Only)	
Energy: Where is energy stored? How do you calculate how much energy there is in a given store? How is energy moved between different stores? What do we mean by the law of conservation of energy? How efficient are energy transfers? How are energy & power related? How do we generate a distribute electricity? Particle model of matter: How do we measure density? What are the states of matter & what properties do they have? How much energy is needed to increase temperature and/or change state? How do particles behave in a gas? ***How are pressure and volume related in a gas?*** Atomic Structure: What is the structure of an atom? What discoveries led to our understanding of the structure of the atom? What are the types of nuclear radiation & what are their properties? ***What are the hazards & uses of nuclear radiation? What are nuclear fission & fusion?*** Electricity: What is meant by electrical current, potential difference and resistance? What are electrical components and what characteristics do they have? What is meant by series & parallel circuits? What is means by 'mains electricity' and how is our home wired? How do we calculate the energy transferred and power from an electrical device? ***What is static electricity? What are electrical fields?***	1. Physics programmes are increasingly popular on TV and available to stream. Anything presented by Brian Cox or Jim Al-khalili would be excellent and should inspire students to look further into Physics. 2. Set time aside to talk through the Physics that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life. 3. If you can't find what you need ask your teacher of the Head of Science!
Consisting of:	10 x Lessons per fortnight (all sciences)
Core PE	
• What is wellbeing? • Do you understand the difference between recreational activities and competitive sport? • Do you enjoy taking part in sports/physical activities? • Can students see and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis]? • Can students reflect on choices made, outlining what worked well and what could have been better? • Students will focus on leadership, communication and organisational skills. Can they follow our own version of sports leaders' qualification? • Can students take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group? • Does the student understand nutrition and a balanced diet?	1. Encourage an active lifestyle – More walking, less driving, sports clubs or Gym memberships. 2. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals. 3. Encourage students to explore the opportunities that are provided for them.
Consisting of:	3 x Lessons per fortnight
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
• Celebrating Diversity and Equality: World issues – international organisations. World Issues – Brexit. World Issues – aid and supporting other counties. World Issues – fair trade. World Issues – peace and war and conflict. Women's rights. #MeToo and Time Up movement. • Health and Wellbeing: Child Sexual Abuse (CSE). Screen time and safe us of mobile phones. Suicide (thought and feelings). Self-harm (causes and support available). Common types of mental ill health (anxiety, stress and depression). Promoting emotional wellbeing (exercise and mental wellbeing). • Rights, Responsibilities and British Values: Critical thinking and fake news. LGBT + British values. What is a cult? Exploring British values. Human rights and their importance. Balancing Human rights. • Life Beyond School: Instagram generation (it's OK to feel down). FC – targeted advertising – online. Marriage – what is it (including forced marriage). Consumer protection and rights. Rights and responsibilities. Employment rights. Understanding a payslip. • Staying Safe, Online & Offline: Honour based violence. Forced marriage and breast ironing and flattening. Online gambling (games in app purchases). Social	1. By engaging in conversations with your child about the focus point in each PSHE/RSE lesson which will be shared via the weekly parent school bulletins. 2. Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong. 3. Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED talks are also an excellent mind-expanding forum.

media validation. Keeping your data safe (social networks). Causes of knife crime. Modern day slavery. • **Relationships and Sex Education:** FGM. Sexting 'Nudes and Dick Pics'. Online pornography (myths vs reality). Domestic abuse and domestic violence. Sexualisation of the media. Unhealthy relationships, sexual assault and rape. Porn and its impact on society.	
Consisting of:	2 x Lessons per fortnight

Options: Ebacc Subjects

What we're studying this year...	How parents and carers can help...
Geography	
Rivers: (September/October) What processes operate in Rivers? How do rivers shape the landscape? What are the human and physical causes of flooding Human Landscapes + Human Fieldwork (November/December) How has the UK's employment structure changed over time? How has migration influenced the land use of the UK? How has the population of the UK changed over time? How has globalisation impacted the UK? How has London changed over time? How does the changing city create challenges and opportunities? How do rural/urban arears interact? Forests under threat (January/February)) What is the relationship between population and resources? How do nutrient cycles differ between taiga and tropical rainforests? What are the main threats to the taiga and tropical rainforest biomes? How have animals adapted to live in the taiga biome? How have plants adapted to survive in the tropical rainforest? The UK's evolving physical landscape Geology, Coastal landscapes + Physical Fieldwork): (March/April/May) How has tectonic activity shaped the landscape of the UK? How has glacial activity shaped the landscape of the UK? How does the geology of the UK influence land use? What processes operate at the coastline? How do coastal processes shape the landscape? What are the human causes of coastal flooding Development Dynamics: (June/July) What are development indicators? What are the models of development? What factors control development? What is meant by top-down development? What is meant by bottom up development? What is intermediate technology? How does development impact demographics?	1. Encouraging students to read around the subject – geographical newspapers/articles 2. Watch Geographical documentaries and television programmes 3. Discuss what is in the news – lots of stories relate and link to Geography. By contacting and following @Geography_YS on twitter for department updates and articles. For further recommendations contact Geography@yateley.hants.sch.uk
Consisting of:	5 x Lessons per fortnight
History	
• America: Opportunity and Inequality 1920-73 (June -Oct): What caused the economic boom of the 1920s? Who missed out on the economic boom of the 1920s? Was life really 'roaring' in the 1920s? Why was prohibition a failure in the 1920s? How did Hoover and the Republicans deal with the Great Depression? What was the most serious problem during the Great Depression? How successful was Roosevelt's New Deal? • Britain: Health and the People (Nov-Jan): Was medieval medicine based more on logic or superstition? How much progress was made in medieval surgery? Who was the most significant Renaissance pioneer? How similar were the Black Death and Great Plague epidemics? How significant was Edward Jenner and the first vaccination? • America: Opportunity and Inequality (Feb - April): How did WW2 impact the American economy and society? What was the most significant civil rights protest of the 1950s and 1960s? How successful was the Women's Liberation movement? • Britain: Health and the People (May - July): Who was more significant: Pasteur or Koch? Who made the most important improvement to surgery in the 19th century? Why did public health improve by 1900? How did the 20th century revolutionise the treatment of disease? How did the government improve public health in the 20th century? How did WW1 and WW2 impact the development of medicine?	1. Ask your child about the topic they are studying and their opinions about the key Qs – discussing their ideas will develop their thinking and their writing. 2. There are brilliant documentaries or historical dramas on Netflix that cover different units of the course. Eg. Netflix series about the Vietnam War, or Elizabeth: The Golden Age, or Pain, Pus & Poison on BBC IPlayer 3. Test your child on their factual recall using flashcards (available from the History department)
Consisting of:	5 x Lessons per fortnight
French and Spanish	
Who am I? (Sept-Oct): • Can I describe my family and friends, how I get on with them and past and future plans with them? What are my future plans for marriage and partnerships? Pastimes (Nov-Dec): • What do I do in my free time with regard to activities and sports, reading, music, cinema and TV viewing preferences? What is life like online, looking at benefits and dangers of social media? Customs and festivals (Jan -Feb):	1. Find any linguist you can to communicate with your student, having regular conversations in the language 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film

• How do I celebrate for special occasions? What customs and festivals are there in French/Spanish/German speaking countries and how do they celebrate Christmas &Easter? Where I live (Mar-Apr): • Can I describe where I live, what the area and weather is like, and advantages and disadvantages there? What is my house and room like and where would I ideally like to live in the future? Travel and Tourism (May-July): • Can I discuss travel plans, holidays abroad, disastrous holiday and the effects of tourism?	with subtitles and see what you can pick up
Consisting of:	5 x Lessons per fortnight
German	
School & further study (Sep-Oct): • How is my school, what is the difference between school in the UK and in Germany? Where I live (Mar-Apr): • Can I describe where I live, what the area and weather is like, and advantages and disadvantages there? What is my house and room like and where would I ideally like to live in the future? Travel and Tourism (May-July): • Can I discuss travel plans, holidays abroad, disastrous holiday and the effects of tourism? Who am I? (Sept-Oct): • Can I describe my family and friends, how I get on with them and past and future plans with them? What are my future plans for marriage and partnerships? Pastimes (Nov-Dec): • What do I do in my free time with regard to activities and sports, reading, music, cinema and TV viewing preferences? Work (Oct-Nov): • What will it be like to be part of the world of work? What hopes and wishes do I have for work? Can I discuss work experience and apply for jobs in German?	1. Find any linguist you can to communicate with your student, having regular conversations in the language 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up
Consisting of:	5 x Lessons per fortnight
Computer Science	
Computer networks, connections and protocols: • What are the different types of computer network and topologies? What hardware is used on a network? How does the internet work? What are the benefits and drawbacks of wired versus wireless connections. What are the common protocols and why are they required? Algorithms: • How are abstraction, decomposition and algorithmic thinking used to define and refine problems? How do I create flowcharts and pseudocode to solve problems? What are the main steps of a binary or linear search? How do I sort data using a bubble sort, merge sort or insertion sort? Data Storage and Boolean Logic: • How do we convert between denary, binary and hexadecimal? How do we add, multiply and divide binary numbers? How are characters, images and sound stored in computers? What is compression? What are the logic diagrams and truth tables for AND, OR and NOT. Ethical, legal, cultural and environmental (both years 10 & 11): • How do ethical, legal, cultural, environmental and privacy issues impact on wider society through the use of technology. What is the purpose of the Data Protection Act, Computer Misuse Act, Copyright Designs and Patents Act and software licences and what do they allow or prohibit? Programming: • How do I solve problems by programming? What do sequence, selection and iteration mean? What do data types mean? How do I use file handling operations? What are arrays? How do I solve a large problem and what documentation do I produce for the project lifecycle.	1. Encourage your child to approach their Computer Science homework, with their revision book if necessary, as if they are sitting the exam so that they revise the topic and practice exam technique. 2. Help your child to learn the Computer Science keywords as this will improve their grade. 3. Discuss news stories on how technology affects society, this is particularly useful in the ethical, legal, cultural and environmental topic of the course
Consisting of:	5 x Lessons per fortnight

Options: Open/Creative Subjects:

What we're studying this year…	How parents and carers can help…
3D Product Design	
Industry Project- designing and making a toy for a disabled child (September to January) What are common inputs, outputs and controls in electronics. How are mechanisms used to give mechanical advantage and how can this be applied to cams, levers, linkages, gears and pulleys? How can board construction techniques be used to manufacture mechanisms? How can products be designed to meet the needs of a specific user group? How can modelling in manufactured boards be used to test and develop designs? How is the use of 2D design and the laser cutter advantageous in product modelling? Disaster (January – April) Designing then modelling a shelter for refugees. What are basic human needs of a refugee from a natural or manmade disaster? What cultural influences determine design? What are the properties of manufactured and natural textiles? Why is porosity important in textile design? What is ergonomics? Metal Tag Project (April - June) What are the different properties of Ferrous and Non-Ferrous Metals? How can they be formed and assembled together? Investigating the working characteristics of metals, what is meant by Ductility, Malleability, Hardness, Toughness, Elasticity, Resilience? How can I soft solder? What are pop rivets?	1. Read through the project work produced by students on PowerPoints, if it doesn't make sense to you then it needs explanation. 2. If you have friends or relatives in retailing, marketing, design, architecture, manufacture get them in touch to act as clients, end users or to assess design ideas. Visit the Design Museum in London 3. Watch out for virtual Summer Shows for all the Universities and particularly the Royal College of Art – the best art and design establishment in the world.
Consisting of:	5 x Lessons per fortnight
Art	
Coursework Project One (Structured) • How do you collect visual information through drawing? How can you approach drawing in different ways to make it interesting and relevant? How do you record ideas so that they communicate effectively? • How do you analyse Art? How do you show that you understand the style of an artist? How can you synthesise elements of this into your own work? • How do you develop an idea? How can you experiment with media and ideas? How do you select successful elements? How do you refine your work? • How do you annotate your work to clearly communicate your investigation and understanding? • How do you produce a meaningful conclusion which shows the journey of your ideas? Coursework Project Two (Thematic) • How do you select a theme to develop? How do you apply the skills developed in project one to a project you have chosen? (Continued in Year 11)	1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking. 2. Create space for them to work at home – preferably somewhere where they can leave work set up. 3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.
Consisting of:	5 x Lessons per fortnight
Business Studies	
Business in the real world (Sept-Dec): • What makes a successful business? How can business grow and what happens when business fail? How does the environment affect the actions of a business and the perception of their customers? How can businesses make bigger and bigger profits when customers want to spend less and less? Why is business location so important and how did the internet change the business environment? Influences on Business (Jan-March): • What are interest rates and exchange rates and why are they so important to some businesses? What impact has globalisation had on businesses and what opportunities does it present? What is more important to a business, ethics or profit? Can you evaluate whether competition is healthy or destructive for a business? How does consumer income affect business activities and which businesses benefit most when our incomes fall? Business Operations (April-Jun): • How do businesses produce products to meet customer needs? What is more important, quality or price? Why might customer service be the most important factor in successful businesses? What are supplier relationships and why do they impact on both businesses?	1. There are brilliant shows on Netflix and terrestrial TV that will deepen student understanding. "The founder" (Netflix), The Apprentice (BBC), Dragons Den (BBC), Undercover Boss (4) and "Steve Jobs" (Netflix) should inspire students to look deeper into the world of business. 2. Encourage your child to set up a small business selling products or offering services. A real understanding of revenue, costs, profit (and possibly loss!) will help them enormously. 3. Set time aside to encourage your child to read the business news online (The Guardian, BBC, Sky Business etc) or in newspapers and discuss the stories with them to share their thoughts…
Consisting of:	5 x Lessons per fortnight

Business Studies: Enterprise & Marketing

Generating a business idea: What makes a good business idea? How do entrepreneurs spot a gap in the market? What personal skills, qualities and circumstances influence someone's readiness to start a business? Market research: Why do businesses research before they launch? What's the difference between primary and secondary research, and qualitative and quantitative data? How do businesses identify and describe their target market, and use research findings to inform decisions? The Marketing Mix: How do the 4Ps — Product, Price, Place, Promotion — work together? How do businesses choose a price that reflects their market and covers costs? How do they extend a product's life once demand starts to fall? Competition and positioning: How do businesses identify and analyse their competitors? What makes a business stand out from rivals in a crowded market? Costs, finance and viability: What's the difference between fixed and variable costs? How do we calculate and interpret a break-even point? What sources of finance are available to a new business, and what are the risks and benefits of each? How do we read a simple cash flow forecast? Designing the business proposal: How do we bring research, the marketing mix and financial planning together into a coherent proposal for a new business? What makes a pitch persuasive and well-evidenced?	1. Ask your child to explain their business idea to you as if you were a potential investor — questioning the idea helps them spot weak points before their teacher does. 2. Talk about real businesses you both encounter — why did a shop close, why is a brand successful, how do prices compare to competitors — this builds the habit of applying theory to real life. 3. Encourage your child to keep proposal work well organised (research, financials, and final pitch) as this is coursework built up over the year, not a single piece of work.
Consisting of:	5 x Lessons per fortnight

Child Development

Term 1 - Factors affecting development • Nature and nurture, Biological and environmental factors, Effects of biological and environmental factors • Transitions Types of transition and the impact of transitions on the child's development . Suitable Support strategies Term 2 - Child development: • How do children grow, learn and change from birth to five? What can influence healthy development, and why is understanding these milestones so important for anyone caring for young children? • Types of development, Physical, Cognitive, Communication and language, Social and emotional Term 3 - Early years provision: • Types of early years provision, The purpose of early years provision, Types of early years settings, Variation in early years provision • Legislation, policies and procedures in the early years, Regulatory authority, Legislation and frameworks which underpin policy and procedure Legislation, framework, policy and procedure definitions. Legislation, Health and safety procedure, Equality and inclusion procedure, Safeguarding procedure, Confidentiality procedure	1. Talk about how young children learn through play, routines and everyday experiences, encouraging your child to explain the reasons behind what they are studying. 2. Encourage regular revision by helping your child create short revision notes, flashcards or quizzes after each topic to build confidence over time. 3. By contacting the Child Care and Education department whenever you need additional support or have questions about the course: jill.dalton@yateley.hants.sch.uk.
Consisting of:	5 x Lessons per fortnight

Dance

• Performing Skills, Safe Working Practice and Professional Works: What makes a dance performance powerful and convincing? How do physical, technical, expressive and mental skills work together to create confident performers? Why are safe working practices essential for a long and healthy career in dance? How do choreographers turn ideas into professional performances, and what can production features reveal about meaning and intention? • Approaches to Choreography and Professional Works: How is movement created, developed and refined? What happens when dancers improvise, experiment and take creative risks? How do choreographic devices and dance relationships add interest and complexity? What similarities and differences can we spot when comparing professional dance works and styles? • Performance Skills and Exam Preparation: How do we analyse, interpret and evaluate dance with confidence? What makes a meaningful personal contribution to performance? How can rehearsal discipline, systematic repetition and responding to feedback improve outcomes? What revision strategies help students prepare effectively for written assessments?	1.Help your child stay organised by providing an A4 lever arch file, dividers and plastic wallets to store notes and revision materials. 2.Support independent study by encouraging your child to use the professional work resources, fact files and video links provided on Satchel One. 3. Motivate your child to take part in enrichment opportunities such as Dance Live and the Gremlin Dance Challenge to build confidence and performance experience. 4. Where possible, encourage attendance at theatre trips to broaden their understanding of professional dance and live performance.

Consisting of:	5 x Lessons per fortnight
Drama	
Introduction to key techniques and practitioners (Sept-Oct): What are the key explorative strategies which allow us to explore ideas dramatically? Who are they key theatre practitioners and how do we create work using their style? How does this develop our Drama? Component 3: Introduction to exploring a play (Exam text Inspector Calls: Nov-Dec): How do we lift this play from the perspective of an actor, designer and director? How do we bring the plot and characters from the page to the stage? How do we write about this play from the perspective of an actor, designer or director? Devising styles as preparation for Component 1 Devising (Jan-Feb): What is physical theatre and why is it key to devised theatre? How can we use abstract movement and semiotics to shape meaning and build a story? How does the style of Artaud prepare us for more 3D theatre? How do we explore a stimulus practically ready to devise work? Component 1: Devising (Feb-July): 40% of GCSE: How do we use a stimulus to gain ideas for Drama? How do we use a selection of the techniques and practitioner styles taught to us (such as Brecht, physical theatre, Artaud, Stanislavski) to create theatre with a clear intention for an audience? How do we work as strong team players for 3 months to develop and refine work ready for a polished performance to an examiner? How do we reflect on this process through written analysis and evaluation to clearly explain our creative process from beginning to end? How do we create an accomplished written portfolio which showcases our performance work effectively?	1. Support the trips we offer to take students to see Inspector Calls and Woman in Black- both are part of the course 2. Support and ensure students attend all rehearsals for practical work 3. Ensure students read Inspector Calls text at home and understand this! 4. Take students to the theatre whenever possible 5. Encourage students to be involved in extra curricular. 6. Come and support the 2 performances they do on the course.
Consisting of:	5 x Lessons per fortnight
Food Preparation and Nutrition	
Developing high level skills of making, theory to support NEA work and final theory exam (Sept – April) Students will learn to make a large range of food products with a wide range of practical skills and cooking food from scratch, focussing on management of time, high sensory qualities and presentation techniques. Food provenance – where does our food come from? What conditions does it require to grow? How is our environment affected? How is food processed? What is primary and secondary processing? How can we cater for people with special diets and intolerances and at different stages of life? How are these altered by preparation and cooking? What are the factors which cause food poisoning? How can we work in a safe and hygienic manner? What are the functions of food? How are the properties of food altered by preparation and cooking? How can we carry out fair testing? Preparation for NEA 1, NEA 2 and Theory exam (April–July) Students will be prepared for and undertake a theory mock exam. Students will undertake a mock NEA 2 exam –to choose and make 3 dishes and 2 side dishes for a healthy children's menu for a café in a garden centre. This will include research, making and evaluation. Students will undertake a mock NEA 1 scientific investigation into the chemical and functional properties of the ingredients in pastry. This will include research into the chemical and physical properties of ingredients and the effects of preparation and cooking on these. Students will carry out fair testing and learn how to document their work, gathering photographic evidence and recording the opinions of others. Evaluation of results using data collected and research to include scientific explanation.	1. Track your child's homework submissions using SMHW, for the majority of the course yr10 and 11 students will be set multiple choice tests at the end of each term to check their learning 2. Talk to your child about their NEA work, in particular encourage them and talk to them about the independent research they are carrying out and the dishes they might choose to make. They will need to gain third party feedback on the sensory attributes of the dishes they have made so you can help them with this! 3. Encourage your child to complete all sections of the NEA work to the best of their ability
Consisting of:	5 x Lessons per fortnight
Graphics	
Packaging Project and Design Techniques- Chocolates for a Christmas promotion (Sept-Dec) How is packaging designed to effectively promote and advertise products? How are materials and manufacturing processes used to produce packaging that satisfies the design specification? How does life-cycle assessment, the 6Rs and environmental factors affect packaging? How can orthographic and isometric drawing techniques be used to communicate design ideas? How can CAD packages be used to develop, model, test and refine design proposals? What specific types of papers, boards and plastics can be used to produce packaging in batch production? Mechanisms Project- moving toy for a young child (Jan- Feb) How are mechanisms used to give mechanical advantage and how can this be applied to cams, levers, linkages, gears and pulleys? How can paper and board construction	1. Track your child's homework submissions using Satchel:One, for the majority of the course yr10 and 11 students will be set one exam HW and one flash card HW each week. This supports all of the theory work that we do. 2. Talk to your child about their project work, ask to see their design folder. They will need to gain third party feedback on their design work so you will be able to support them with this or even act as a client!

techniques be used to manufacture mechanisms? How can products be designed to meet the needs of a specific user group? How can traditional modelling techniques and components be used to model, test and develop designs? What printing processes could be used to manufacture the mechanical toy in batch production? Board Game- based on 'Energy'- to entertain a child during a long haul flight (March- May) How is energy generated and stored? What are the pros and cons of renewable and non-renewable energy sources? How is the iterative design process used to develop, test and model proposals? How can surface finishes and treatments be used to enhance products? How can CAD be used to design a quality product?	3. Encourage your child to complete all sections of the design project and attend the period 7 sessions each week. Ask them if they are 'green' for each page on the progress chart. If they complete each page to a good standard they will achieve highly in this subject.
Consisting of:	5 x Lessons per fortnight
Music	
Introduction: Course requirements, software (Logic, Sibelius), ABRSM Grade 3–4 Theory. Solo/ensemble performing requirements and choosing suitable pieces. Major/minor scales, circles of 5ths/4ths, cadences, chord progressions — and their use in composing, performing, and listening exams. How theory and instrumentation build musicianship and aural skill. The Kodály method. Performing: What makes performances succeed, per Eduqas criteria. Practising for technique, style, balance, ensemble, accuracy, dexterity, intonation. Composing: Applying theory to composition. Stylistic features of Baroque, Neo-Classicism, Funk-Rock Fusion, Bebop. Developing harmony, texture, instrumentation, melody by genre. Using Logic/Sibelius for a Free Composition to a brief, with appropriate music tech. The Composing Log — completion and submission. Listening and Appraising: The language of music and fast aural recognition. Notation and applied theory in analysis. The four Areas of Study: Forms/Devices, Ensemble, Film Music, Popular Music. Distinguishing styles (swing vs. Bhangra, Classicism vs. Minimalism, trio sonata vs. concerto grosso, string quartet vs. programme music, Zeppelin vs. Soundgarden). Writing analytical prose with correct terminology; EQ vs. compression; score reading.	1. Supporting students in their aspiration to learn to play chosen music instrument. 2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy. 3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.
Consisting of:	5 x Lessons per fortnight
Physical Education (GCSE Full Course)	
Applied anatomy and physiology Identify and explain the structure and functions of the musculoskeletal system? Discuss how these systems can affect your performance in physical sport? Discuss and evaluate how the structure and functions of the cardio-respiratory system work together? Explain and discuss the mechanics of Gaseous exchange, the pathway of air, and the cardiac cycle? State and apply the terms anaerobic and aerobic? Explain the effects of exercise and the recovery process your body goes through? Movement analysis Identify how our bodies create movement? Name and label the planes and axes of movement? Describe how these movements can occur? Draw, label and apply the three types of lever systems, discuss the mechanical advantages for each? Analyse different sporting movements? Physical training Explain the relationship between health and fitness and the role that exercise plays in both? Name the components of fitness, and their benefits for sport? How is fitness measured and improved? Explain the principles of training and their application to personal exercise/training programmes? What are the different training methods, how to use them to optimise training and prevent injury? Name and evaluate how sports performers use different training seasons? Explain the use of warm up and cool downs? Use of data Present data including tables and graphs and analyse data.	1. Encourage your child to read different sport magazines and broaden their knowledge of different sports by watching different events. 2. By testing your son/daughter with their flashcards 3. By contacting the Physical Education department whenever you need additional support or have questions about the course pe@yateley.hants.sch.uk.
Consisting of:	5 x Lessons per fortnight
Physical Education: Health and Fitness (NCFE Level 1/2 Technical Award)	

Component 1: Preparing participants to take part in sport and physical activity: What are the different types of provision for sport and physical activity, and who are they aimed at? What barriers stop people taking part, and how can these be overcome? What screening and consultation methods (e.g. PAR-Q, lifestyle questionnaires) are used before someone starts an exercise programme? Why is it important to warm up and cool down correctly, and what happens to the body during each? **Component 2: Taking part and improving fitness in sport and physical activity:** What are the components of fitness, and how are they tested and measured? How do we interpret fitness test results against normative data? What are the principles of training (FITT, specificity, progressive overload, reversibility, variation), and how are they applied? What are the different training methods, and which activities and equipment are used to develop each component of fitness? **Component 3: Developing fitness to improve other participants' performance in sport and physical activity:** How do we plan a six-week fitness training programme for someone else based on their goals and needs? How do we select and justify appropriate training methods for a specific person? How do we review a programme and evaluate its effectiveness, including recommending future improvements?	1. Encourage your child to apply what they're learning to their own or a family member's fitness routine — helping to plan a simple training session builds real understanding of the theory. 2. Watch fitness-related content together (e.g. sport science documentaries, athlete training routines) and discuss how the training methods being used link to what they're studying. 3. Support your child in keeping practical coursework organised, particularly test results and their six-week training programme, as this builds progressively across the year rather than being one single task.
Consisting of:	5 x Lessons per fortnight

Religious Studies	
Christianity: Beliefs: What do Christians believe about God, the Trinity and the resurrection of Jesus? Why do these beliefs still shape how Christians live today? Pupils build the core knowledge for GCSE Component 1. **Issues of Life and Death:** When does life begin, and who decides when it ends? Pupils examine abortion, euthanasia and the sanctity of life from religious and non-religious viewpoints. **Islam:** Beliefs: What do Muslims believe about Allah and the Prophet Muhammad? Why do Sunni and Shi'a Muslims differ? Pupils build the core beliefs unit for GCSE Component 2. **Issues of Good and Evil:** What causes crime, and how should it be punished? Is the death penalty ever justified? Pupils weigh up religious and secular views on justice. **Christianity:** Practices: What happens in Christian worship, baptism and the Eucharist, and why? Pupils study how belief translates into everyday and ritual practice.	1. Test key words and quotations regularly using flashcards or a revision app; short, frequent sessions work better than one long one. 2. Watch a documentary or discussion on a topical ethical issue, such as the death penalty or euthanasia, and ask your child to explain both sides of the argument. 3. A revision guide can help consolidate key content across all three exam components: https://amzn.eu/d/0fsgCRFt 4. By contacting the Religious Studies department whenever you need additional support or have questions about the course alexander.bristow@yateley.hants.sch.uk
Consisting of:	5 x Lessons per fortnight

Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Admin:	admin@yateley.hants.sch.uk
Absence:	attendance@yateley.hants.sch.uk
Subject questions:	https://www.yateleyschool.net/staff-and-departments/
Pastoral/wellbeing:	Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email: ahoh@yateley.hants.sch.uk
Learning support:	studentsupport@yateley.hants.sch.uk
Examinations:	exams@yateley.hants.sch.uk
Kitchen/catering:	kitchen@yateley.hants.sch.uk
Finance:	finance@yateley.hants.sch.uk

Personal Development Plan

What we're studying this year…	How parents and carers can help…
Tutor Time, Safeguarding & Personal Development Education	
• Beliefs, Ethics & the Wider World: Encouraging students to think critically about complex issues in society. Students explore how to judge the reliability of news and online content, recognise deepfakes and manipulated information, and debate issues including censorship, freedom, the right to choose when to die, religious attitudes towards substance misuse and our responsibility to help others. • Friendship, Diversity & Challenging Extremism: Developing students' understanding of healthy friendships and respectful communities. Students explore bullying, toxic friendships and valuing diversity, alongside wider social issues including radicalisation, intolerance of different beliefs and the rise of misogynistic online communities. • Work, Careers & Employability: Preparing students for the world of work and helping them build practical employability skills. Students learn how to choose suitable work placements, create a CV and cover letter, approach employers, prepare for interviews, make a positive impression in the workplace and understand what support they should expect from an employer. • Intimacy, Relationships & Sexual Influences: Exploring how relationships, intimacy and sexual experiences can influence wellbeing and decision-making. Students consider the role of intimacy and pleasure, how relationships change over time, the impact of pornography and online sexual content, and how religious values can influence attitudes towards intimacy and relationships. • Consent, Abuse & Harmful Relationships: Developing students' ability to recognise and respond to abuse. Students explore relationship abuse, forced marriage, honour-based violence and coercive control, alongside why people may stay in abusive relationships and how someone can seek support. • Sexual Pressure, Image Sharing & the Law: Helping students understand the pressures and risks that can exist within sexual relationships. Students explore the legal and moral implications of sharing nude images and consider why young people may feel pressure to become sexually active. • Physical Health, Mental Health & Healthy Lifestyles: Supporting students to maintain their health as they become increasingly independent. Students explore the benefits of an active lifestyle and healthy diet, how to recognise when someone may need mental health support, and how fertility changes over time. • Donation, Fertility & Ethical Decision-Making: Exploring complex health and ethical issues that young people may encounter in adult life. Students learn about blood, organ and stem cell donation, including religious and ethical perspectives, and consider different routes into parenthood alongside debates surrounding IVF and same-sex marriage.	1. By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. 2. By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year. 3. Go through any resources which are shared from the school for further information
Consisting of:	5 x 25-minute tutor sessions per week

What we're studying this year…	How parents and carers can help…
National Focus Days	
• There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:	1. By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin). 2. Encouraging your child to participate in national focus days, especially if it is an area of interest. 3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.

National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week
Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day
National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week
Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions
STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day
World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week

Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week	
National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week	
Learning Disability Week	Father's Day	Children's Art Week	Thank You Day	
World Population Day	Festival of British Archaeology			
			Consisting of:	5 x 25-minute tutor sessions per week

Additional resources: Careers

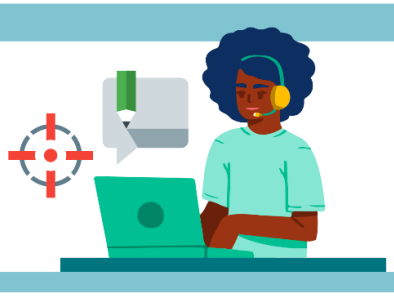


YATELEY SCHOOL CAREERS SERVICE

Sort Out Your Future - Step by Step

STEP 1: Your options after Year 11...

You need to think about what is **right for you** and be sure that the options you choose now will get you into the career you want. During Year 11, you can talk to your tutor and Tracy Bailey, Careers Adviser from EBP South, who will help you with your decisions.



STEP 2: Education or Employment?

A full-time course?

Stay at our outstanding Yateley Sixth Form, go to another sixth form or go to a college. You need to think about what you want to study and find out where you can study it.

An apprenticeship?

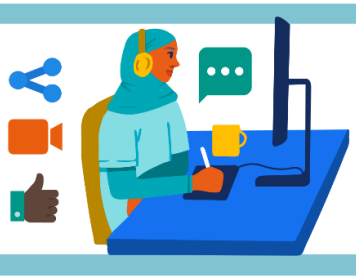
Working and studying at the same time! What apprenticeship do you want and is there one locally? If you want to do an apprenticeship, but need work experience, you could consider doing a traineeship.

A full-time job?

You can't just "start work" as you'll need to do part-time education or training. You must study for a minimum of 280 planned learning hours a year, in your own time or whilst at work, if your employer allows this.

STEP 3: What to think about and research now:

You should apply for more than one option. This is in case you don't get the grades you need for the course you want to do or can't find an employer with vacancies for an apprenticeship.





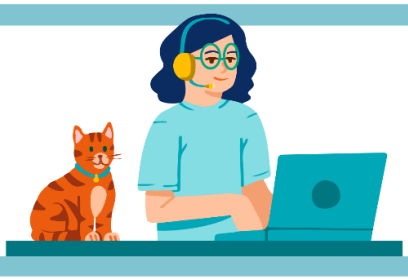
STEP 4: Understand the courses available to you...

There are four main types of course you can choose from after Year 11. You will only choose one, though it is always sensible to think about your 'back-up' option too.

• A Levels • T Levels • Vocational/Technical • Apprenticeship

STEP 5: Provider websites and resources

Look at individual school and college websites for course information. It is also useful to attend school and college open evenings and other careers events - these maybe online or face-to-face. Follow Yateley Schools Careers Twitter @Careers_YS for daily updates, information and useful links



And finally: If it feels a bit overwhelming...

Finishing GCSEs can be intimidating. Up until this point, it is likely all your decisions were made on your behalf by your parents and teachers. After all, you may have been told what school to go to, what to wear each day and how to act both at home and in the classroom.

Starting to enter the adult world can be more than a little overwhelming, as you might be unsure about the next best step after GCSEs. If you need some guidance, read this carefully and take some time to imagine what you'd like to be doing after leaving school behind. And then reach out... we are here to help!



YATELEY SCHOOL CAREERS SERVICE

Sort Out Your Future - Step by Step

SITE 1: UCAS | www.ucas.com

Not only are all applications for university made through this website, it also contains a vast resource of information to help students choose the right course and university for them. In addition to this, there is also a range of information on apprenticeships and facilities to search for taster courses and webinars. UCAS also produce a range of guides to support students and parents with University and Career choices.

SITE 2: UNIFROG | https://www.unifrog.org/

Unifrog is an online platform the school subscribes to, which allows students to search for university courses, apprenticeships, MOOCs etc. It contains lots of helpful careers resources as Yateley Sixth Form - Resources Guide 3 well as a fantastic Oxbridge tool and personal statement builder. All students should have login details. Login details can be obtained from your tutor, by clicking "forgot details" on the website or by emailing mike.tidd@yateley.hants.sch.uk.

SITE 3: National Careers Service (NCS) | nationalcareers.service.gov.uk

The National Careers Service provides free information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential, helpful and impartial advice, supported by qualified careers advisers. From developing your CV to improving your interview skills, its website has lots of useful tools to help you make the right choices about your future.

SITE 4: STUDENTIAL | www.studential.com

This website aims to help all students aged 16 and older with their academic journey, by offering information and advice on all stages of education. It contains very useful sections on Apprenticeships, Gap years and University applications.

SITES 5+6: RATE MY APPRENTICESHIP | GOVERNMENT SUPPORT

www.ratemyapprenticeship.co.uk/

This fantastic website allows students to search for the latest apprenticeship and school leavers schemes as well offering support and guidance.

gov.uk/apply-apprenticeship

For apprenticeship opportunities throughout England. Simply search by postcode and see the 1000's opportunities right around you!

And finally:

Attend the Careers Fayre

When you speak to adults many of them will tell you they had no idea what they wanted to do for a job when they were your age. Some adults still don't know now! No matter what you are thinking about your future, there's no excuse for not keeping your options open and finding out more. Every year Yateley School hosts a Careers Fair - usually around November - and you should always try and go!

Contact our Sixth Form

If you're still unsure on your future then get along to www.yateleysixthform.com, get in touch, and we will always help... even if you're at a different college!